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ABSTRACT

Described in this document is a 1-year project that developed instructional materials to be used in public schools to educate pregnant teenagers in life management skills. During the project, an advisory committee composed of a home economics teacher, personnel from existing programs for pregnant teenagers, and young mothers who are heads of households was formed to develop the materials. The materials were field tested with a sample group of pregnant teenagers. The curriculum materials, "Choices for Young Parents," make up most of this document. The materials contain self-study sheets covering the following topics: changes, attitudes, caring (interpersonal relationship), goal setting, parenthood, assertiveness, continued education, stress management, financial management, decision making, and social agencies. Also included is a teacher's packet consisting of an annotated list of 33 sources for additional instructional materials and short descriptions of 26 programs for pregnant adolescents. A bibliography lists 150 references. (KC)

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FINAL REPORT

ED330845

The Development of Instructional Materials on Managerial Skills for Pregnant Teenagers

Contract Number 85-8066

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June 1988

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Curriculum and Personnel Development Section

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Table of Contents

Abstract. ii

Project Approach/Methodology. 1

Advisory Board. 2

Project Summary 3

References. 3

Appendices 4

Abstract

1. The Pennsylvania State University
   The Development of Instructional Materials
   on Managerial Skills for Pregnant Teenagers
   Contract Number: 85-8056
   Funding Period: 7-1-87 to 6-30-88
   Approved Funds: $38,665.00

2. Statement of Purpose

   The purpose of this project is to develop instructional materials which can be used in the public schools to educate pregnant teenagers in managerial skills.

3. Objectives Planned

   OBJECTIVES

   A. To develop instructional materials on managerial skills for pregnant teenagers, with input from an ad hoc advisory group composed of a home economics teacher, personnel from existing programs for pregnant teenagers, pregnant teenagers, and young mother heads of households.

   B. To field test the materials with a sample group of pregnant teenagers to assess the appropriateness of the materials with regard to (1) reading level, (2) understanding of the materials, and (3) usefulness to the needs of pregnant teenagers.

   C. To refine the materials and prepare them for dissemination to the public schools in Pennsylvania.

   D. To disseminate information about the project to state and national home economics education professionals, school administrators, displaced homemaker programs, and community agencies.

4. Objectives achieved.

   A. Developed instructional materials on managerial skills for pregnant teenagers entitled "Choices for young Parents" (See Appendix A).

   B. Field tested the materials with a sample group of pregnant teenagers. The materials were sent to the ad hoc advisory committee with instructions to carefully review and critique the contents. The materials were returned to the authors to refine in accordance with the criticisms of the committee.

   C. Refined materials and prepared for dissemination.

4. Objectives Achieved (continued)

   D. Disseminated information about the project to state and national home economics professionals, school administrators, displaced homemaker programs, and community agencies.

Project Approach/Methodology

With the direction of Dr. Susan Weis, Dr. Yvonne Gentzler, Mary Laeger-Hagemeister, Ki Yong Jo, Leunita Muruli, and Michelle Sarachman formed the project team.

The specific activities undertaken in this project are detailed below with a time schedule of their completion.

Activity	Time Schedule
A. Identify and establish ad hoc advisory committee	July-September
B. Gather resources for development of the instructional materials	July-November
C. Meet with ad hoc advisory committee	September, March and May
D. Develop instructional materials	September-March
E. Locate site of field test	November
F. Field test instructional materials	March-April
G. Refine instructional materials	April-May
H. Disseminate information on project	Continuously
I. Disseminate instructional materials	March and June

The project director was Dr. Susan F. Weis, Professor-in-Charge of Home Economics Education at The Pennsylvania State University. She supervised all work on the project, and designed the instructional materials and planned the evaluation of the materials. The project associate, Dr. Yvonne S. Gentzler, was responsible for writing and researching the instructional materials, arranging the advisory committee meetings, arranging for the field test, refining the materials, and helped with project dissemination efforts. The project assistants Mary Laeger-Hagemeister, Ki Yong Jo, Leunita Muruli, and Michelle Sarachman, were responsible for gathering and maintaining resource and project materials, collecting and processing field test data, and preparing information on the project for dissemination.

The following persons served as the Advisory Board for the project.

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Project Summary

According to recent statistics released in the state of Pennsylvania, one in 13 girls become pregnant under the age of 18. Seventy-eight percent of these young women are unmarried. The pregnant teenager choosing to raise her child becomes one of the growing number of single-parent households. In 1984, the poverty rate for female-headed households was quoted at 69%. The problems faced by pregnant teenagers has warranted legislative action, which is slowly being translated into responses by the public schools. Among those responses should be instructional components developed by Consumer and Homemaking programs in the state to address the needs of this population.

Current Consumer and Homemaking priorities include provision for this segment of society under the Carl Perkins Vocational Education Act of 1984 in Title III, Part B, DC-91, PC-90. It is crucial to help these young Pennsylvania women develop life management skills which would encourage self reliance rather than continued support through welfare programs. Examples of the skills needed include decision-making, assessing and allocating personal resources, setting personal goals and standards, budgeting, consumer education, effective communication, conflict resolution, crisis management, and career planning. The pregnant teenager also needs to know how to make an effective community network for herself and her child. The quality of life of the pregnant teenagers and their children depend upon such skills.

The National Center for Educational Statistics has data to indicate that nationally 80% of the teenage mothers do not return to school (American Vocational Association, 1985). In Ohio, where special programs have been designed to educate pregnant teenagers, only 12% do not return to school. Debra Haffner of the Center for Population Options reported at a recent U.S.D.E. conference that there are over one million pregnant teenagers in this country, and their cost to society in 1987 will be 8.55 billion dollars (1987).

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APPENDIX A

CHOICES FOR YOUNG PARENTS

Table of Contents

Introduction 1

Changes 2

Attitudes 4

Caring: An Interpersonal Relationship 5

Goal Setting 9

Parenthood 16

Assertiveness 18

Continued Education 20

Stress Management 27

Financial Management 29

Decision Making 35

Social Agences 39

Parenting Project's Teacher's Packet 42

Bibliography 57

June 1988
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Commonwealth of Pennsylvania
Robert Casey, Governor

Pennsylvania Department of Education
Thomas K. Gilhool, Secretary of Education

Bureau of Vocational and Adult Education
Jacqueline L. Cullen, Director

The "Choices for Young Parents" manual and accompanying teacher's packet and bibliography were developed and produced by the Division of Counseling and Educational Psychology and Career Studies, Home Economics Education Program, The Pennsylvania State University, and funded by the Pennsylvania Department of Education, Bureau of Vocational and Adult Education.

Inquiries concerning these materials may be directed to Choices Project, The Pennsylvania State University, Home Economics Education Program, 212 Rackley Building, University Park, Pennsylvania 16802

INTRODUCTION

This packet is designed for you as a pregnant teenager, and soon to be, young parent. The ideas presented in each section are similar to those concepts needed by all young women. The goal of the complete packet is to help you develop managerial skills. Many times there will be no specific answers--just ideas for you to think about ideas that may, in turn, encourage you to ask more questions. As you work through each section, think about each idea carefully. Take your time and work at your own pace. You may find it useful to work through the materials with the father of your child.

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CHANGES

Having a child is a very important choice. What you are experiencing now is probably new and different from anything you have ever felt before. Remember that you are not alone. You may know classmates who are pregnant or who have recently had a child. You probably also know many women who have had children. Although each person's experiences are different, there are many similarities. There may be times when you feel alone or afraid. Those feelings are very natural for anyone who is experiencing change. Even though things are changing very quickly, it is important to remember that you still have choices.

Think about the changes that might happen to you after your baby is born. List 5 of those changes.

1. _____
_____

2. _____
_____

3. _____
_____

4. _____
_____

5. _____
_____

How might you prepare for each of those changes?

Change	Preparation for change
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____
5. _____ _____	5. _____ _____

Many things will occur without prior notice. But remember, YOU are in control of YOUR choices.

Sometimes it helps to look at the advantages and disadvantages of the decisions you must make. Once both sides of your questions are listed, it's easier to predict the probable outcomes.

Think about a problem that you need to solve right now. For example, pretend you want to buy a crib for your unborn baby but don't have the money to buy the crib. What might be some possible alternatives to your problem?

ALTERNATIVES
1. You could wait until you have the money to get the crib.
2. You could borrow the money.
3. You could ask someone to buy you the crib.
4. You could do without the crib.

What are some other options to this problem?

5. _____
6. _____
7. _____

Now rate your options by listing the advantages and disadvantages of each alternative.

Advantages Disadvantages

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____.

Finally, determine the possibilities of each.
Now, follow this same example by using a problem facing you right now.

Problem:

Alternatives	Advantages	Disadvantages	Probable Outcome
1.			
2.			
3.			
4.			
5.			

Have you been able to reach a decision? If so, you might plan to use this method more often when changes create problems in your life.

ATTITUDES

Where do our attitudes come from? _____

_____

_____

_____

If you answered any of the following, you are correct.

- family
- friends
- church
- school
- neighbors
- television
- brothers and sisters
- radio
- books
- music
- movies
- videos
- society
- newspapers

Our attitudes and opinions affect our choices in life. Not everyone thinks or behaves in the same way. We have choices. Our choices are often influenced by the attitudes we have developed through our experiences. For example, not every student in your class is about to be a parent. In that respect, you are different. Perhaps there will be some of your classmates who do not understand your choice. Their ideas and beliefs have been shaped by their experiences, just as yours have been. Remember that not everyone will understand and support your choices. What is important is that you understand why you make the choices you do and develop the ability to support those decisions.

CARING: AN INTERPERSONAL RELATIONSHIP

What is Caring?

Caring is a process of common understanding between two people; the caring person, and the one who is to be cared for. Caring for a person means loving that person. Therefore, it helps to demonstrate our feelings to those that we love. However, to love or care for others, we need to love and care for ourselves first. That is, if we love and care for someone in the way we do for ourselves, we would not want to hurt them. For example, if we are not ready to become parents, it means we are not ready to love and care as parents. The best thing to do would be to wait until we are ready to give the best of our love to the babies that we plan to have.

Explain how people demonstrate caring to others.

_____
_____
_____
_____

Caring can be classified into two groups.
1. Caring for family members.
2. Caring for those outside the family like teachers, neighbors, and friends.

Do you think caring for family members is the same as caring for those outside the family? Explain.

_____
_____
_____

Caring for family members is different from caring for those outside the family. We experience natural caring with family members. It is an instant relationship. It is a relationship that must be given attention constantly. It needs to be taken care of through intimate interaction based on values that we hold.

Caring for those who are not family members is controlled by rules. The rules are based on beliefs and values of the society. Rules also help to guide the caring process for those outside the family. It takes a long time to understand those who are not family members. That is, caring cannot be complete until we understand a person's needs, values, and goals.

Imagine that you have a classmate who often makes fun of you. Is it important to care for that person?

Why? _____
_____

Why not? _____
_____

Explain why you like your best friend.

What is the difference between the type of caring you receive from your parents and that of one of your teachers.

Supposing that your parent points out your mistakes in front of visitors and then blames you for being disorganized. Is it important to demonstrate caring for this parent of yours?

Are you ready to become a caring parent? Explain.

Explain how early parenting will either promote or interfere with a young person's values and goals.

Babies need a lot of basic care from their parents. Explain how you plan to take care of your baby regarding:

1. Housing and furnishing the baby's room _____

2. Food and clothing _____

3. Care while you go to school or work _____

4. The baby's sickness, health care _____

List three major problems you might experience with your baby as a young teenage parent; how would you plan to cope with those problems?

	Problems	Coping Strategies
1.	_____	_____
2.	_____	_____
3.	_____	_____

A caring person is able to communicate and make decisions about having a baby. Explain decisions that you need to make before deciding to have a baby.

GOAL SETTING

You may feel as though your goals for the future have all been altered now that you are soon to be a parent. Your goal may be to simply get through each day. However, in order to achieve future plans, you need to set your goals. When you set your goals, you will more likely reach them if you base them on what you know about yourself, such as your interests, abilities, and values. The more specific you can be in stating your goal and the steps for reaching it, the better your chances of success.

Setting My Goals

Why it helps

A goal provides something for you to aim for. It makes your choices clearer because you know what you want. Set some goals that you can reach quickly so you have small successes. These small successes pile up and encourage you to work toward larger goals.

What should you do?

1. Make a list including:

   a. 3 interests you have now and think you will still have 4 years from now.

   b. 5 talents - these are things you do well and would like to do better.

   c. 10 values that are important to you (see values check list)

Recipe for me

My Interests

1.

2.

3.

My Talents

1.

2.

3.

4.

5.

My Values

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Now What?

With your interests, abilities, and values in mind, write the goals you hope to reach. Also, as you write your goals, consider whether or not the goals can be measured. In other words, will you be able to tell without a doubt if you have reached your goal?

Under each heading, write your goals and how you will achieve each goal. (Plan of action.)

Today's Goals:
Example: Find a babysitter for my child.

1. _____

_____

Plan of action:

_____

_____

2. _____

_____

Plan of action:

_____

_____

3. _____

_____

Plan of action:

_____

_____

4. _____

_____

Plan of action:

_____

_____

Goals for the Week:
Example: Write a term paper for history class.

1. _____

_____

Plan of action:

_____

_____

2. _____

_____

Plan of action:

_____

_____

3. _____

_____

Plan of action:

_____

_____

4. _____

_____

Plan of action:

_____

_____

Goals for the Year:
Example: Complete my high school education.

1. _____

_____

Plan of action:

_____

_____

2. _____

_____

Plan of action:

_____

_____

3. _____

_____

Plan of action:

_____

_____

4. _____

_____

Plan of action:

_____

_____

Goals for a Year from Now:
Example: Explore career possibilities.

1. _____

_____

Plan of action:

_____

_____

2. _____

_____

Plan of action:

_____

_____

3. _____

_____

Plan of action:

_____

_____

4. _____

_____

Plan of action:

_____

_____

Goals Five Years from Now:
Example: Finish career education and be on my own.

1. _____

_____

Plan of action:

_____

_____

2. _____

_____

Plan of action:

_____

_____

3. _____

_____

Plan of action:

_____

_____

4. _____

_____

Plan of action:

_____

_____

Some values people consider important:

Close friends
Health
Intelligence
Wealth
Popularity
Peace
Safety
Trust
Having fun
Fairness
Love
Honesty
Learning
Courage
Skill
Plus any of your own

Caring for others
Interesting work
Physical attractiveness
Religious faith
Making the world better
Long-range happiness
Doing what's right
Excitement
Close family
Beauty in nature
Patriotism
Self-respect
Financial security
Independence
Creativity

List the values that you consider important:

_____
_____
_____
_____
_____
_____

Summary

With set goals in mind and your plan of action you are on your way to achieving your plans. Keep in mind that there may be something that happens to alter your goals, so be flexible and expect you may have to change your plans along the way.

PARENTHOOD

The success of being a parent is influenced by one's attitudes toward parenthood.

1. List responsibilities of being a parent.

_____
_____
_____
_____
_____

2. Explain some responsibilities of having a baby.

_____
_____
_____
_____
_____

Many people tend to treat their children in the same way they were treated by their parents or other adults. However, every new parent learns a lot about parenting and child care from observing and talking to others. Even people who may never have impressed you earlier in your life can teach you important ideas about how to care for your baby.

Explain how your parents and other people have influenced you in becoming a parent or being a parent.

Name _____
Relationship _____
Influence _____
_____

Name _____
Relationship _____
Influence _____
_____

Name _____
Relationship _____
Influence _____
_____

Name _____
Relationship _____
Influence _____
_____

List the most important traits that you feel make a good parent. Why are those qualities important?

Trait Importance

_____
_____
_____
_____
_____

What is your attitude toward parenthood?

Some of the traditional parental responsibilities have changed.

Explain ways in which your roles as a parent will differ from those of your parents.

Effective communication establishes a bond of loving and understanding between parents and their children.

List ways in which you plan to increase communication with your baby as he or she grows.

Children are more likely to learn their roles and communication skills from people they respect and admire.

List people other than your parents who will be influential as your baby's role models.

Name and Relationship	How might this person be influential?

ASSERTIVENESS

You may frequently hear the words **assertive, aggressive,** and **passive**. The purpose of this section is to help you differentiate between the behaviors associated with each term and to encourage you to be assertive.

Behaviors can be divided into 3 categories:

ASSERTIVE
AGGRESSIVE
PASSIVE

Someone who is assertive communicates his/her ideas and feelings while respecting others' feelings as well.

Someone who is aggressive states his/her feelings and violates the rights and feelings of others.

Someone who is passive is afraid to state his/her true feelings, which sometimes causes his/her to do something he/she doesn't want to do or to make up an excuse.

A number of situations follow. Determine if the responses are assertive, aggressive, or passive.

Use an + for assertive behavior, - for aggressive behavior and o for passive behavior.

Situation 1

Your best friend thinks your decision to keep your baby is wrong. She tries to convince you to give your baby up for adoption.
You respond by saying:

_____ "You're probably right."
_____ "Stop harassing me, it's my own decision."
_____ "I understand your concern but I believe I am responsible enough to make my own decision."

Situation 2

You go to a party where all of your friends are drinking beer. You know that alcohol is not good for you while you're pregnant. Your friends encourage you to drink.
You respond by saying:

_____ "You're all crazy. Why would I do that?"
_____ "Oh, okay. I guess one won't hurt."
_____ "No thanks, I really have to consider the health of my unborn baby."

Situation 3

Your parents insist that you marry the father of your baby to escape public shame. You aren't sure you love him anymore.
You respond by saying:
_____ "I'll think about what your suggesting."
_____ "Stop trying to run my life."
_____ "I guess you're right."

Situation 4

The father of your child tells you he does not want to be present when the baby is born. You are hurt.
You respond by saying:
_____ "It's not fair. This is your child too."
_____ "Okay."
_____ "I'm sorry you've made that decision but I accept your wishes."

Situation 5

A salesperson encourages you to purchase a crib that costs more than you want to spend.
You respond by saying:
_____ "You're right. I need this."
_____ "I'd like to buy this, but it costs more than I'm prepared to spend."
_____ "You must think money grows on trees. I can't buy that."

Now that you understand the difference between assertive, aggressive, and passive behaviors, think about a situation where you could have responded in an assertive way but choose an aggressive or passive response.

Situation.

_____
_____
_____
_____

How might you have handled the situation so that your feelings and ideas were not violated? Remember, assertive behavior also respects the feelings of others as well.

_____
_____
_____
_____

Answers:

1	2	3	4	5
o	-	+	-	o
-	o	-	o	+
+	+	o	+	-

CONTINUED EDUCATION

Think about why education is important to you. List some of your ideas.

Education can provide an opportunity for you to develop your potential ability. What abilities do you have that school could enhance?

Society needs people who have competence to deal with the complexity of the world. Describe your ideas about our complex society.

Education provides information systematically according to your developmental stages. Why is it important to know you will need basic skills to be self-sufficient in the future. What skills have you learned in school that may help you in the future?

One question you may ask is, "Why is school education always stressed when we can get enough knowledge outside the school environment?"

School provides diverse subjects and activities that can help you to become a whole person. What are some of those subjects and activities?

School has the people who can guide you in the right direction. Can you remember a situation in your life when one of your teachers helped guide you? What was that experience?

You can learn from your peers who are in the same developmental stage. What have you learned within the school setting from your peers?

School provides diverse out-of-class activities that can help you find your potential talents. What are some of those activities? Have you been involved in any of those activites? Describe how they helped you.

School environment always stimulates your learning motives. Write a short description of what life would be like with no schools.

Sometimes we think we are not qualified as students. Do you ever feel like that? Yes _____ No _____
Explain _____

The real function of education is to help students to become qualified citizens in our society. If you are already qualified, smart, and knowledgeable of the society, you may not need any schooling. Everybody needs an education because nobody is perfect. Even if you think you are not smart in every way, you have something very good that other people do not have. You may not have discovered this talent yet. The education you will get in school may help you to discover your talents.

Have you considered college? What have you decided and why?

_____
_____
_____
_____
_____
_____
_____
_____

Would you want to go to college if you had financial support?

_____
_____

You may get a scholarship from the college, community, or some funds if you are qualified academically.

You may qualify for a loan for your college education and repay it after your graduation.

Consult with your school counselor and ask how you might get the support you need to do what you want.

The following are the school base programs that are provided to secondary students in Pennsylvania. You may consult with your parents and teachers about possible programs in which you are interested.

1. AGRICULTURE EDUCATION

Agricultural Services and Supplies
Agricultural Mechanics
Agricultural Production
Agricultural Products
Agricultural Resources
Agricultural Technology
Agriculture, Other
Forestry Production/Processing
Horticulture
Lumbering

2. BUSINESS EDUCATION

Accounting
Business Data Processing
Business Education, Other
Computer and Console Operator
General Office
Secretarial

3. HEALTH OCCUPATIONS EDUCATION

Clinical Lab Assisting
Dental Assisting
Dental Lab Technology
Health Assisting
Health-Related Technology
Home Health Aide
Medical Assisting
Medical Records Technology
Microbiology Technology
Nursing Assisting

4. MARKETING AND DISTRIBUTIVE EDUCATION

Marketing and Distribution
Marketing Hotel/Motel Services
Passenger Transportation Marketing
Warehouse Services Marketing

5. OCCUPATIONAL HOME ECONOMICS EDUCATION

Baking
Child Care Service
Clothing/Textiles Management/Production
Custodial Services
Dressmaking
Food Production, Management, and Service
Home Furnishings, Equipment, Service
Institution/Home Management Service
Interior Design
Occupational Home Economics
Power Sewing
Tailoring

6. TECHNICAL EDUCATION

Arch Design Technology
Automotive Technology
Chemical Technology
Civil Technology
Computer and Information Sciences
Computer Servicing Technology
Drafting and Design Technology

6. TECHNICAL EDUCATION (cont)

Electrical Technology
Electromechanical Technology
Electronic Technology
Engineering Related Technology
Environment Control Technology
Industrial Technology
Instrument Maintenance/Repair
Mechanical Drafting/Design Technology
Mechanical Technology
Metallurgical Technology
Nuclear Technology
Optical Technology
Petroleum Technology
Tool and Die Design Technology

7. TRADE AND INDUSTRIAL EDUCATION

Aircraft Mechanics
Appliance Repair
Architectural Drafting
Audio-Visual Communications
Auto Diesel Mechanic
Automotive Body Repair
Automotive Mechanics
Automotive Occupations
Automotive Specialist
Building Construction Occupations
Building Trades Maintenance
Business Machine Repair
Carpentry
Commerical Art
Commerical Photography
Communication Electronics
Composition/Typesetting
Cosmetology
Diesel Engine Mechanics
Drafting
Dryclean/Laundry Services
Electrical Occupations
Electrical, Industrial
Electronics
Floor Covering Installation
Foundry Work
Graphic Arts
Graphics Occupations
Heating

7. TRADE AND INDUSTRIAL EDUCATION (cont)

Heating, Air Conditioning, Refrigeration
Heavy Equipment Maintenance/Repair
Industrial Production Maintenance
Industrial Machine Maintenance/Repair
Law Enforcement
Lineworker
Machine Shop
Masonry
Masonry Occupations
Meatcutting
Mechanical Drafting
Metal Fabrication
Metalworking Occupations
Millwork and Cabinet Making
Mine Equipment Maintenance
Motor Repair
Painting and Decorating
Patternmaking
Photograph Engraving
Plumbing
Power Mechanics Occupations
Printing Press Operations
Refrigeration
Security Services
Sheet Metal
Shoe Manufacture/Repair
Silk Screen Printing
Small Engine Repair
Tool and Die Making
Upholstering
Vending Machine Repair
Welding

8. CONSUMER AND HOMEMAKING EDUCATION

Child Development
Clothing and Textiles
Comprehensive Home Economics
Family Living/Parenthood
Food and Nutrition

Schooling as a Teen Parent.
Continuing your education is very stressful while you are raising a child. Schooling and parenting are both full-time jobs. You might feel you are neither a good student nor a good parent. The first important thing is that you need some help for managing these demands.

Child care management while you are in school.
You cannot concentrate on studying while you are worrying about your child. There are several sources that you may not know about until now:

(1) Some schools provide on site day care for school age parents.

(2) Many communities provide day care with free charge or a very low price that is set according to the parent's income.

(3) Someone in your family who is willing to take care of your child is another answer.

Handling the difficulties in school work.
If you are having difficulties studying, it might be because you do not have enough time and energy to do both child raising and studying.

Do you feel tired or sleepy in class because you do not get enough rest at home?
Many parents feel the same way. However, they can take a nap during the day but not you. Use your break or lunch time for a short rest or nap. Ten or thirty minutes sleep will give you some fresh energy and willingness to continue studying.

Relax you muscles and take a deep breath for short-term recovery from your sleepiness.

Do you think you cannot find time to study at home?
Try to understand the subject matter while you are in class. Listen carefully and try to understand completely so that you don't have extra work after class. Plan time to study when your baby naps or goes to bed for the night.

Do you think your courses are too heavy to handle?
Don't take too many credits or heavy work courses in the same semester. The overachiever often feels guilty about not reaching goals, and begins to lose interest. You may want to accomplish many things. It is important to manage your time and the demands placed on you. Don't expect too much too soon.

Do you feel depressed because of your grades?
Emphasize on learning itself, not on the grades. Grades are important and you have to do your best, but the most important thing is the fact that you are learning something. This attitude will gradually change yourself and your grades will be improved as long as you continue to do your best.

Ask for some help from your teachers or your peers for the study you have difficulties in.

STRESS MANAGEMENT

Parenting

Becoming a parent can be a wonderful experience but demands a lot of work and understanding. One of the reasons you might feel stress is because the baby needs a lot of care and love from you and babies are too young to understand your needs.

1. You may feel stressed when your baby needs full-time caring until they reach a certain age. Describe some of your feelings about this.

_____
_____
_____
_____

Suggestions

If you think it is too much for you, you might find some help from others, such as family members, day care, and community-based child care that you can get free or at a low price. What alternatives do you have?
List them: _____
_____
_____
_____
_____
_____

2. You may feel frustrated because you do not understand some behaviors of your child. What might you do should this occur?

_____
_____
_____

Suggestions

Consult with your doctor or pediatrician or experienced persons whenever you have difficulties in dealing with the problems. Name some of those persons.

_____
_____
_____
_____

Read some books that explain child development. Find some resources that may help you. List them:

_____
_____
_____
_____

Take some courses dealing with parenting in your school. Find out about programs that may help you. List them:

_____
_____
_____

Meet and talk to someone you can trust and someone who will listen to you. Who might that/those person(s) be?

_____
_____
_____
_____

3. You may worry if your child is raised by a single parent. What could you do to solve this problem?

_____
_____
_____

Try to provide a varied, personal relationship as much as possible. How might you do this?

_____
_____
_____

Find someone who will share the child care responsibility because you cannot be a good mother when you feel overburdened. Who might you depend on?

_____
_____
_____

List other whom you know who have children or who will soon be mothers. Circle the names of those who might help you.

_____
_____
_____

Share your problems with other mothers/fathers who share the same experiences.

FINANCIAL MANAGEMENT

This section provides you, as a young parent, with some simple steps to manage your money. It will help you to get the things you need and cut down on unplanned spending.

Step 1

Decide what your biggest money concerns are right now. Write your goals down. One goal that must guide you is that spending will not be more than income.

Goals:

30 days from today, I hope to have done these things with my money.

1.

2.

3.

In future months, you might set goals for using your money for the whole year. You may want to plan for a big purchase, as well as plan for additional savings.

One year from today, I hope to have done these things with my money.

1.

2.

3.

4.

5.

Step 2

Look at how much money you have available this month. You get money one or more ways - jobs, public assistance, or Social Security. Add up all the money you take home to find TOTAL INCOME FOR THE MONTH.

Plan for the month of _____.

Income:

(Paychecks, Assistance, Social Security, Unemployment, Relatives)

_____ $_____

_____ $_____

_____ $_____

_____ $_____

Add for Income Total $_____

Step 3

There are also big items that you have to pay only once or twice a year: taxes, loans, insurance, clothes, Christmas expenses, others. To prepare for these expenses, list all these periodic items and their amounts in the months they come due.

Periodic Expenses

	List Items & Amount Due	Month Total
January		
February		$ _____
March		$ _____
April		$ _____

May $ _____

June $ _____

July $ _____

August $ _____

September $ _____

October $ _____

November $ _____

December $ _____

$ _____

Total Periodic Expenses $ _____

Add each month's expenses. Then add all these expenses for the year and divide by 12. The answer is the amount you must set aside every month to prepare for the big expenses.

12 / Total Periodic Expenses = Monthly Amount to Set Aside $_____

MUST SPEND THIS MONTH

ITEM	AMOUNT
Monthly Amount Set Aside	$_____
Housing	$_____
Food Stamps (the money you must pay to receive food stamps)	$_____
Installment payments & overdue bills	$_____
My Goal	$_____
_____	_____
_____	_____
Add for MUST SPEND Total	$_____

Write in the amount you must set aside monthly. In addition, write in expenses you must pay right now. Write in an amount you can pay on overdue bills. To start working toward a goal, write a small amount to get you started on your goal. Add all your MUST SPEND for a MUST SPEND total.

Step 4

Subtract MUST SPEND from INCOME. The amount left, called a FUDGE-IT, is the amount you have left to spend on everything else you need.

INCOME TOTAL	$ _____
MUST SPEND TOTAL	$ _____
FUDGE-IT	$ _____

In every family budget there are many FUDGE-IT items. These are things on which you can spend a lot or you can spend less if you want to cut spending.

The FUDGE-IT items include costs for: (1) food - if not covered by food stamps, plus snacks and meals bought away from home; (2) household expenses - utilities, paper products; (3) transportation - gas, oil, car repairs, bus and taxi fare; (4) clothing - buying and laundry; (5) personal - cosmetics, haircuts, allowances; (6) social - games, sports, movies, trips, gifts, club dues, magazines, school expenses; (7) medical - doctor, dentist, clinic fees, and medicine; (8) other- any other expenses you have.

Now list what you think you will spend on the FUDGE-IT EXPENSES. Any records you have about past spending can help with the decision of the amount to plan. If you have no records, think about what you spend and guess. Add all the amounts planned to get a PLAN TOTAL.

INCOME TOTAL	$ _____
MUST SPEND TOTAL	$ _____
FUDGE-IT	$ _____

FUDGE-IT THIS MONTH

ITEM	PLAN AMOUNT
Food	$ _____
Household Expenses	_____
Transportation	_____
Clothing	_____
Personal	_____
Social	_____
Medical	_____
Other	_____
Add for PLAN TOTAL	$ _____

Step 5

Check to be sure your PLAN TOTAL is either equal to, or less than its FUDGE-IT -Good Planning. If the PLAN TOTAL is too much, you will need to change your PLAN and spend less.

There are lots of money-saving ways to spend less. Please list these.

_____

_____

_____

_____

_____

Check to see if advertised brand names cost more than other brands. When they do, consider purchasing the less expensive product. Consider buying specials. If you can afford it, buy in quantity if the product is less expensive and can be stored. Do more of your own work rather than paying for services like repairs, haircuts, sewing and preparing foods. Do an exchange of services with friends, such as exchanging baby-sitting. Shop in different types of stores if they have better prices-- like discount stores. Make use of free or cheap recreation like a hike or picnic. Use the library to borrow books for your children. Prepare snacks instead of buying them. Repair clothing rather than buying new. Think before buying things you really do not have to have.

Everyone makes hard choices between what to spend and where to cut down spending, or not to spend at all. To balance your budget, you should keep cutting until the PLAN TOTAL is not more than the FUDGE-IT.

Try your plan. Try spending only what you have planned. No plan is of any use unless it is put into action.

Step 6

Write the amount you planned for FUDGE-IT items at the bottom of the SPENDING RECORD. As you spend for FUDGE-ITs. Write the amount in the SPENDING RECORD. During the month, check you spending with the plan. If you are spending more than the planned amount, cut back, and try cost-cutting ideas. Now you have managed your budget for the first month.

SPENDING RECORD FOR THE MONTH OF _____.

Food	Household Expense	Transportation	Clothing	Personal	Social	Medical	Other
Amount planned							

In the next months, use what you have learned about planning and spending and repeat the same steps. Each month's plan will change as you learn where you can save and where you must plan to spend more, and you will be reaching the goals of having the things you really need.

DECISION MAKING

As a young mother/father, you are faced with many decisions to be made and may feel at a loss as to how to make the best decision for you and your child. Decision making happens when you select from a variety of choices. Your personal values are the underlying motivation to the decisions you make.

There are five steps in the decision-making process. By using this step-by-step process, you increase your chances of making the choice best for you.

Step 1: State or identify the decision to be made or the problem to be solved.

What I have to decide about: _____

_____

_____

Step 2: Find and list alternatives. After listing your alternative, examine the advantages and disadvantages for each alternative.

Alternatives	Advantages	Disadvantages

Step 3: Evaluate your alternatives. You have already stated the decision you need to make or the problem you need to solve. Then you found and listed your alternatives. Now your next step is to identify your choices and the likely consequences. Other people can offer help and you can also learn by reading or watching other people. In this step, list how much you know about each alternative and the advantages or disadvantages of each. Use of this chart may help you.

Alternatives	Advantages	Disadvantages

Step 4: Consider the odds of your decision. It is important to remember that the decision making process helps you make thoughtful good decisions, but there is no promise that things will always work out exactly as you hope or plan. Using the previous steps, now consider the odds or probable outcomes of your decision.

1. Decision to be made. _____

_____

Then fill in the chart below.

Alternatives	Advantages	Disadvantages	Probable Outcome

Step 5: Go with the best choice.
I decided to _____

_____

_____

If the best choice is not clear, ask yourself these questions:

- How will my decision affect the people I care most about?
- How will it affect the people who really care about me?
- How would I feel if someone I care about made this decision?
- How would it be if almost everybody made this decision?

After making the decision, accept the responsibility for your choice and congratulate yourself for trying to make and keep thoughtful decisions.

SOCIAL AGENCIES

There are several social agencies that are available to give you assistance.

Public Welfare System

Offers four separate programs for which you may qualify.

- Food stamps
- Cash Assistance (AFDC)
- Medical Assistance
- Fuel Assistance

Contact your local office to obtain further information and eligibility requirements. This information can be found in the blue pages of the phonebook under "Guide to Human Services."

It is important to remember that the Public Welfare is a resource when you have exhausted all other resources.

You must give the baby's father's name unless there is a good cause to suspect abuse, then you must sign a form. The father's resources will also be drawn upon.

WIC (Women, Infant, and Children)

Check with local office or call 1-800-WIC-WINS

This is a special supplemental food program for women, infants, and children who are:

- Pregnant
- Breast feeding
- Given birth within last six months or
- Children under five years old

How do you qualify?

1. Meet WIC income standards
2. Be certified to be at nutritional risk by a health professional.
3. Live or receive health care in the county served by the WIC Agency.

What will be received?

May include:

Formula	Cheese
Cereal	Eggs
Juice	Dry Beans and Peas
Milk	Peanut Butter

Also, you can receive nutrition, education, and health care referrals.

Community Action - contact county agency. It provides the following assistance.

Surplus Foods
Weatherization Program
Food Bank
Soup Kitchens
Used Clothing
Fuel Program

Housing

Contact local county Housing Authority in the blue pages under Housing Authority and Community Development.

After the baby is born, the mother and child are considered a family and may be eligible for subsidized rent.

Health

State Health Center Services - 1-800-692-7254

Specific Services Provided:

Child Health Conferences
    Well children from birth to school age.
    Physical examinations, immunizations, fluoride, screening tests, counseling, and referral.
Immunizations
    To prevent measles, German measles, diphtheria, tetanus, whooping cough, mumps, and polio. (all ages)
Health Teaching and Counseling
Children's Diagnostic Screening
    For speech and hearing development, birth defects, and orthopedic problems.
Sudden Infant Death Syndrome
    Home visiting, bereavement counseling and referral services.
Sexually Transmissible Disease (STD)
Tuberculosis
    Clinics provide confidential diagnosis, treatment and follow-up.
International Travel Validation
    Information on needed immunizations and validation of certificates for international travel.
Disease investigations
    Includes reportable communicable and noncommunicable diseases.
Improved Pregnancy Outcome (IPO)
    High Risk Infants - home visits to provide guidance and referral services.
Health information

Early Periodic Screening Diagnosis Treatment (EPSDT)

1-800-KIDS-MED (543-7633)

Offers: ALL FREE!
Physical exams
Hearing and vision testing
Immunizations
Growth and development assessment
Dental exams
Routine lab tests
Help scheduling doctor appointments
Transportation assistance

Requirements:
You or your child must be under age 21 (babies, toddlers, school age children and teens are all covered).
You must have a current Medical Assistance (or Healthpass) card.
Call toll free number.

Expanded Food and Nutrition Education Program (EFNEP)

Contact your local County Cooperative Extension office. They will put you in touch with a nutrition aid who will come to your home and work with you on nutrition education.

Adoption

Contact local Child Welfare office if interested in giving child up for adoption, or a private agency such as Catholic Social Services or Lutheran Social Services.

PARENTING PROJECT'S TEACHER'S PACKET

The instructional materials for teaching managerial skills packet is designed for pregnant teenagers and soon-to-be young parents. Individual sections within the packet are for the student to work on at his or her own pace. Each lesson is self-contained and can be accomplished in less than an hour.

After consultation with home economics teachers who have existing programs for pregnant adolescents and adolescent mothers, each agreed on the need to develop self-directed learning packets to teach managerial skills. Since young women come to the teacher at various stages of their pregnancies and with various personal needs, this packet is designed for students at different educational levels.

Students may find that there will be times when there are no specific answers to the packet materials--just ideas for them to think about that may, in turn, encourage them to ask more questions. Following is a list of resources that can be helpful to expand your library on addressing issues that deal with teens, pregnancy, and topics relating to both.

Resources for getting further instructional materials.

Sunburst Communications
101 Castleton Street
Pleasantville, NY 10570-9971
Includes a listing of videos and filmstrips dealing with sex education.

EMC Publishing
300 York Avenue
St. Paul, MN 55101
1-800-328-1452
"Teen Mom: A New Beginning" - Live-action video for teen parenting and child care programs. Features real life teen parents.
"Young Parent, Young Child" - Provides teen parents with an in-depth knowledge of the developmental stages of infants and toddlers.
"Parenting: Three to Six" - A continuation of "Young Parent, Young Child", focusing on the three to six year old.

Network Publications
ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
AIDS, sexuality, family life, sexual abuse prevention, reproductive health and drug abuse prevention materials from across the U.S.A. Provides resources in these areas via pamphlets, books, curricula, and low cost videos.

I. L.I.K.E. M.E.
Joan M. Barker
800 Chestnut
Rock Spring, WY 82901
A personal development course based on self-esteem. Materials were developed by Joan Barker for a home economics classroom.

Johnson & Johnson
Baby Products Company
Consumer & Professional Services
Skillman, NJ 08558
1-800-526-3967
Offers instructional materials on baby care, parenting, and grooming to consumers, students, educators, doctors, and nurses.

Children's Defense Fund
122 C. Street, NW
Washington, DC 20001
(202) 628-8787
Variety of books, pamphlets, and posters about pregnancy prevention, health issues, and choices.

Morning Glory Press
6595-SC San Harolda Way
Buena Park, CA 90620
(714) 828-1998
Books written especially for pregnant and parenting teens.

Planned Parenthood Federation of America, Inc.
810 Seventh Ave.
Marketing Department
New York, NY 10019
(212) 541-7800
Publication and teaching aids dealing with pregnancy.

National Council on Family Relations
1910 West County Road B.
Suite 147
St. Paul, MN 55113
(612) 633-6933
The Family Resources Database is a computerized core collection of literature, programs, directories, and services of the family and allied fields.

National Organization on Adolescent Pregnancy and Parenting
Toni Brown, President
Washington, D.C. Area Office
P.O. Box 2354
Reston, VA 22090
(703) 435-3948
Materials addressing teen pregnancy.

East Central Network
Illinois Vocational Curriculum Center
Sangamon State University, F-2
Springfield, IL 62794-9243
Listing of bibliographies dealing with parenting.

Curriculum Update
Association for Supervision & Curriculum Development
125 North West Street
Alexandria, VA 22314-2798
Reports trends, research findings, exemplary programs, and available resources in a specific curriculum area.

Consumer Affairs
Giant Food, Inc.
P.O. Box 1804
Washington, DC 20013
Information and pamphlets on feeding your baby foods for a healty pregnancy, etc.

U.S. Department of Health & Human Services
Public Health Service
Health Service Administration
Bureau of Community Health Services
Office of Maternal and Child Health
5600 Fishers Lane
Rockville, MD 20857
Publish information on health issues for mothers and children.

Healthy Mothers Coalition
Directory of Education Materials
For sale by:
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Directory describes printed and audiovisual materials on maternal and infant care. The listings include pamphlets for the public, as well as technical materials intended for professionals who work with pregnant women and newborns. Nontechnical materials cover items aimed at pregnant women, teenagers, expectant fathers, women planning pregnancy, parents of newborns and siblings.

March of Dimes
Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605
Pamphlets and resources that deal with birth defects and how to prevent them. Also, has pamphlets that deal with how to care for unborn babies to have healthy infants.

Pennsylvania Department of Health
P.O. Box 90
Harrisburg, PA 17120
Pamphlets on consumer health guides and other health information.

Johnson & Johnson
Baby Products Company
Consumer & Professional Services
220 Centennial Avenue
Piscataway, NJ 08854
Publishes booklets for the education of parents to lead to more responsible parenting and healthier and happier family relationships.

Phi Delta Kappa
Eighth and Union
Box 789
Bloomington, IL 47402
Publications for minimal cost (under $1.00) dealing with a variety of issues affecting educators. Teen pregnancy is just one topic.

Curriculum Instructional Materials Center
Oklahoma State Department of Vocational and Technical Education
1500 West Seventh
Stillwater, OK 74074-4364
Provides a list of curriculum and instructional materials available, including home economics.

J. Weston Walch, Publisher
P.O. Box 658
Portland, ME 04104-0658
Home economics publications by teachers, for teachers. Resources included on sex education, family living, parenting and child care, and specifics on adolescent parenting.

U.S. Department of Health and Human Services
Public Health Service
Office of Population Affairs
200 Independence Ave., SW
Washington, DC 20201
Pamphlets dealing with health issues.

"Healthy Mothers/Healthy Babies"
A collection of prenatal and infant care publications and films produced by the Public Health Service.
Available through the:
U.S. Department of Health and Human Services
Public Health Service
Request: DHHS Publication No. (PHS) 81-50,175

Advocacy Press
P.O. Box 236
Department SI
Santa Barbara, CA 93102-0236
Choices/Challenges curriculum available through this publicator. These books address life planning for young men and women.

The Center for Humanities
Communications Park, Box 1000
Mount Kisco, NY 10549-0010
Catalog of videos, filmstrips, slides dealing with a variety of subjects, but in particular, family life, sex-education, and decision-making skills.

Carrera/Spain Adolescent Sexuality Report
P.O. Box 3000
Department CS
Denville, NJ 07834

A bimonthly newsletter containing concrete, practical methods of helping teens make safe and healthy decisions about their sexuality. Annual subscription fee is $58.

Perennial Education, Inc.
1-800-323-9084

Distribute films on a variety of topics, including family life education and STD/AIDS prevention. Films are available for purchase or rental, or free preview.

Academy for Education Development
680 Fifth Avenue
New York, NY 10019
(212) 397-0040

In School Together, by Michele Cahill, J. Lynne White, for those considering a school based child care program for students in their community.

Printed Matter, Inc.
P.O. Box 15246
Atlanta, GA 30333
(404) 377-3927
Films: Available for purchase, rental or preview ($25 fee)

On Becoming A Woman: Mothers & Daughters Talking Together. (video only: 100 minutes) Features a discussion group of black mothers and daughters talking about topics women encounter during the various stages in their lives. Stresses mother/daughter relationships and importance of communication.

Bridging the Gap. (video or 15mm: 20 minutes) Addresses adolescent/parent communication--why it is important and why it is difficult.

Other available resources.

Contraceptive Technology 1988-89 ($17.95) Information on birth control, STDs, family planning, human sexuality, patient education, and adolescent pregnancy. Includes chapter on AIDS.

Bridging the Gap. ($65) Curriculum for adolescents, teachers, and parents to enhance teens self-esteem and foster skills in communication, conflict resolution, decision making, role definition and goal setting.

NEX ($3 single copy) Magazine for teens containing articles, features, viewpoints, and factual knowledge addressing topics ranging from career to sexual decisions.

Early Adolescence--What Parents Need to Know. ($5) A handbook for families with adolescents. Information on adolescent development and new ways members of such families relate to each other. Also listings of helpful resources on parenting, adolescent development, sex education, alcohol and drug education, and family life.

Sexual, Contraceptive & Pregnancy Counseling for Adolescents. ($14.95) Teaches all adults the best ways to counsel adolescents on important matters. Discusses steps necessary to become an effective counselor, basic counseling, and related skills. Examines adolescent development and sexual decisions in depth.

Polymorph
118 South Street
Boston, MA 02111
1-800-223-5107
Offers following films for purchase, rent, or free preview.

Teens Having Babies (video or 16mm; 20 minutes) Shows teens getting prenatal care, including a medical history and pelvic exam. Routine prenatal visits demonstrate uterine growth during each trimester and fetal development is discussed. A nutritionist speaks of appropriate weight gain, food for the health of mother and baby and cautions regarding use of drugs, smoking, and alcohol. A social worker explains how she or he can help. Film shows a childbirth preparation class. Also shows a teen couple having their baby--the delivery is also seen.

What Guys Want (video or 16mm; 16 minutes) Teenagers of diverse ethnic, racial, and economic backgrounds express their attitudes and feelings about maleness and their male sexual behavior in a candid and compelling manner. Examines values and helps teen of both sexes understand consequences of sexual behavior.

When Teens Get Pregnant (video or 16mm; 18 minutes) Young women speak openly about their familes, school, peer pressure to have sex, reality of sex opposed to fantasy, differences between their own and their partner's needs and expectations, and the fears and responsibilities introduced into their lives by pregnancy. Also explains what happens to each one after her baby.

BARN
Kris Bosworth
Center for Health Systems Research & Analysis
University of Wisconsin
1300 University Avenue
Madison, WI 53706
(608) 263-4884

Body Awareness Resource Network (BARN). Project has computer-based health education programs on human sexuality, body management, family communication, stress management, smoking, alcohol, and other drugs. Available for use by adolescents in schools and clinics, and in a family setting to facilitate discussion anf foster better communication through conversation, games, and interoactive interviews.

Women's Educational Equity Act Program
U.S. Department of Education
Washington, D.C.
Video: "Think Again: A Program to Encourage Young Women to Complete Their High School Education." Project director - Ella Stotz (1987).

Vocational Education Productions
San Luis Obispo, California
Video: "You can make a difference." (1987)

PREGNANT ADOLESCENT PROGRAMS

Koblinsky (1986) reported the following programs that are aimed at reducing adolescent pregnancy.

Life Planning Education

In the Life Planning Education program, the curriculum is designed for secondary students and is integrated with vocational education. It is divided into three units, the first explores self-esteem, personal and family values, and sex-role stereotypes. In the second unit, areas covered include goal-setting, decision-making, and parenthood. The final unit gives the teens an opportunity to deal with communication, sexuality, and employment issues. This program is valued for increasing adolescent's knowledge of sexuality, expanding perceptions of women's employment opportunities, and causes them to think about the goals they want to achieve prior to becoming a parent.

Postponing Sexual Involvement

A program was set up in Atlanta, Georgia, to help adolescents resist social and peer pressures that contribute to early sexual involvement. The program consists of 90-minute sessions that includes group discussions, slides and skits, all dealing with characteristics of relationships and suggesting assertive responses to be used by teens when confronted by their peers. High school juniors and seniors are trained to present the curricula to younger students.

Choices and Challenges

In Santa Barbara, California, the Girls Club produced two self-help workbooks, "Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning" and "Challenges," which is designed for young men. These workbooks are set up to encourage teens to think about the realities of adolescent parenting and its potential impact on their lives. They help teens develop decision-making, goal-setting, communication, and career research skills.

Families and Futures

The Future Homemakers of America, Inc. (FHA) along with the March of Dimes Birth Defects Foundation, have sponsored Families and Futures, which is a national peer educational project. The members of the FHA/HERO are trained with materials to provide peers with information to assist them in making informed decisions regarding individual and family health. Among the topics included are adolescent pregnancy, sexually transmitted diseases, nutrition, and drug use/abuse.

Positive Images

A new curriculum, Positive Images: A New Approach to Contraceptive Education, has been designed for adolescents from eighth through eleventh grades. It focuses on improved communication, decision-making, and consumer skills, especially in regard to birth control. Through this curriculum, the student's understanding of sexuality is expanded to mean more than sexual intercourse, and discussing sex without intercourse as an option for preventing pregnancy. The sessions are aimed at examining interpersonal relationships and seek to develop positive images of contraception and contraceptors.

Adolescent Teaching Guides

In Iowa, home economists have published two teachers' guides: Sexuality and the Adolescent, dealing with self-esteem, relationships and the stages of pregnancy; also The Decision to Parent, focusing on two goals: helping students evaluate the responsibilities of parenthood and through decision making process, help them to determine if and when to become parents.

Dynamics of Relationships

This is a two-semester curriculum that deals with increasing the adolescent's self-esteem. It covers communication and dealing with anger and conflict; gender roles; and relationships in family life, marriage, and parenting. Through role-playing, discussions, and writing assignments, issues such as adolescent pregnancy, drug and alcohol abuse, depression, and teen suicide are covered.

National Media Campaigns

In 1986 the Children's Defense Fund (CDF), a national nonprofit organization advocating children's rights, began a five-year campaign to prevent adolescent pregnancy. One way of getting their message out is through the use of posters with various slogans concerning teen pregnancy. One example is a picture of a pregnant model asking, "Will your child learn to multiply before she learns to subtract?" CDF has also prepared a guide, "Preventing Children Having Children; What You Can Do." In here steps are outlined for parents, individuals, and community groups to help prevent the problem.

The National Urban League and affiliates are campaigning to increase the adolescent male of his responsibility in sexual relationships and parenting. They are also using posters, such as, "Don't make a baby if you can't be a father." In addition, the campaign is endorsed by major black American associates through newspaper/magazine advertisements and a radio commercial that features James Ingram and Howard Hewitt.

The March of Dimes is also taking measures to educate young males of their responsibility in teenage pregnancy. Marvelous Marvin, a middle-weight boxing champion tells teen boys to, "Be a Champ, Not a Chump, Don't Be a Father Before You are Ready."

A teen singing group, Menudo, tells teens in Spanish or English to "Get Our Beat, There's Time to Start a Family Later." The March of Dimes also has films, parent communication seminars, and other educational materials available that are aimed at informing teens of the advantages of waiting to be parents.

In the 1970's the American Home Economics Association developed a poster series, "Too Bad Babies Don't Come With Directions" and "This Year You Have An Extra Birthday to Think About." These were developed to make home economists aware of the problems of adolescent pregnancy.

Parent-Child Communication

In 1976, the Family Guidance Center in St. Joseph, Missouri, began classes for parent-child sex education. They target four groups: parents and daughters (ages 9-12); parents and daughters (ages 13-17); parents an sons (ages 9-12); and parents and sons (ages 13-17). The focus is to help families be able to discuss sexuality in a relaxed setting, and covers anatomy, health, decision-making, dating, birth control, and the impact of parenthood.

Parent Seminar

The Texas Agricultural Extension Service, with assistance from the Texas Congress of Parents and Teachers, and the March of Dimes, has trained over 400 volunteers to conduct parent seminars on adolescent sexuality. The volunteers use the March of Dimes curricula, "Seminar for Parents: Communications with our Children" in their own communities. Before beginning the training, the current status of teen sexual behavior, factors contributing to increased adolescent sexual activity, ways to assist teens when confronted with sexual pressure, and strategies for effective parent-child communication, were all received.

Pact

The home economists in Montana have developed a program for parent-child communication regarding sexuality. PACT (Parent and Adolescents Can Talk) has two curricula, one for fifth and sixth grade preadolescents and their parents and the second for seventh and ninth grade teens and their parents. The focus is on self-esteem, parent-child communication, assertiveness, decision-making, human anatomy, sexual values, and postponement of sexual activity. PACT goes one step further, in that it trains parent/adolescent peer facilitor teams that take the program out to other communities. Reports from teens who have participated in the programs show that they are less likely to engage in sexual intercourse, and more apt to discuss sexuality with their parents.

Correspondence Course

The Cooperative Extension Service in Windham County Connecticut has developed a sex education correspondence course for the parents of 9-14 year olds. The five lessons of "Growing Pains," is to help the parents increase parent-child discussion of sex and family

life education, through exploring the origin of parent's feelings about sexuality, importance of a healthy self-concept, ways to enhance children's self-esteem, the developmental characteristics of preadolescents and adolescents, and how to teach sexuality to the child at the appropriate developmental level. The extension service also reaches the teens through a newsletter "RAPPING" that addresses sex education and other topics of interest to youth.

Teen Outreach

In Missouri a program titled Teen Outreach was developed as a school-based program for adolescents to help prevent teen pregnancy and to increase the number of high school graduates. The program is designed to increase self-esteem and life-management skills. As part of the program, the teens are required to volunteer at local agencies each semester, hereby helping the teens to see themselves as contributors to their community. After a preliminary evaluation of the program, it was found that participants were less likely to get pregnant or fail school courses than a comparison group.

High-Risk Youth

In Indiana, the Home Economics Association and the Allen County Probation Department work with high-risk adolescents teaching family life education. The six-session course is taught to teens in detention centers or probation facilities. The focus is on individual and family relations, human sexuality, pregnancy prevention, pregnancy, birth, general health, and parenting skills. Since some youth are held for a short duration, each lesson is able to stand on its own.

Education For Parenting

The Arkansas Cooperative Extension personnel throughout the state is working with schools, parents, and teens to prevent adolescent pregnancy. The program presented to secondary students deals with understanding moral values, decision-making, goal-setting, and developing guidelines for personal conduct. It is a three-year course titled "Education and Parenting" that includes home-study and a bi-monthly newsletter. Male participants out number females. In 1984 an evaluation was conducted that showed 12 of the 13 counties participating had a decline in teenage birthrate.

Role Models and Companions

Two innovating programs have been started that deal with role models and companions. "Reach for the Stars" was organized by professional black women volunteers and is aimed at making teenage girls more aware of the possibilities for their futures. Innercity teens are paired with role models who are successful. These role models also conduct workshops on self-worth; goal-setting: positive attitudes in churches, schools, and community centers.

The other Teen Companion Project is designed for teams of adults and teens to work with teenagers from homes that are receiving Aid to Families with Dependent Children (AFDC). The adults were once on AFDC and the teens are exemplary twelfth grade and first-year college students. The teens are assisted with academic and health needs. While adult companions present after-school programs for parents and teens dealing with the consequences of early parenthood and how to obtain employment.

Hotlines

In Tennessee, two hotlines have been established for teens to call. Both provide sexuality, pregnancy prevention and pregnancy information, as well as telephone counseling and referrals to agencies. Sexually active teens are encouraged to obtain family planning services and asks the caller to call back after obtaining the recommended assistance. The pregnant callers are also counseled as to how to obtain adequate prenatal care.

Teen Theater

Throughout the country, teen theater groups are addressing the issues of adolescent sexuality and teen pregnancy. Through means of peer theater presentations, workshops, and peer counseling, the groups are able to educate other teens, parents, and professionals who work with youth. Their programs focus on providing sex and family life education, values clarification, and information about community health services.

School-Based Health Clinics

In 1973, the St. Paul Maternal and Infant Care Project/Adolescent Health Services Program became the prototype for school-based health clinics. The health services provided include, health education, sports physicals, family planning services, family life and nutrition, education, treatment for venereal disease, prenatal care, and counseling. This program has reduced the adolescent pregnancy rate by approximately 50 percent, increased school retention of pregnant and parenting teens, and sustained its clients contraceptive use.

This is not the only school-based health clinic, there are more than 85 school-based clinics in 42 cities, others being planned. (McClellan, 1987) The common characteristics of the clinics are: providing comprehensive primary health care, located in a school, with predominately low-income students, requirement of parental consent for use of any clinic services, and they operate independent of the school system.

The Community Adolescent Health Center is run by the Johns Hopkins University Department of Pediatrics. It services teens between the ages of 10-15 who live in the Baltimore area offering a range of health services. When evaluating the center it was found that those schools that participated had a decline in teen pregnancy, while the incidence increased in nonparticipating schools. (McClellan, 1987)

Younger Teens

The younger teens have become a target population for the Urban Middle Schools Adolescent Pregnancy Prevention Program. The program director, Michele Cahill, has said, "We wanted to target kids earlier than the peak period of childbearing," it is believed that this is the time when behaviors associated with teen pregnancy and school dropouts begin. (McClellan 1987) These programs operate on cooperation between the Middle Schools and community agencies.

Family Life/Sex Education

Of nationwide acclaim is the Family Life/Sex Education course in Falls Church, Virginia. It consists of a semester-long elective course for eighth-graders, another for high school seniors, an a quarter-long elective for seventh- and ninth-graders. The curricula includes anatomy and physiology reproductive process, contraception, abortion, and homosexuality, extending to birth defects, aging, dying, and death. The central purpose is to help students understand themselves and to build decision-making skills. (Kenney, 1987)

"Life Planning"

The idea behind "life planning" is that a teenager who has aspirations of achieving certain goals in life will foresee that premature parenthood will interrupt the plans. The program is intended to help youth understand the connection between sexual decisions, parenthood, and vocational choices. The idea is to get them to set goals, build their self-esteem, clarify values, both personal and family, and learn about sexuality and the responsibilities that go with parenthood. (Kenney, 1987)

Peer Education

In Ann Arbor, Michigan, students are trained by Planned Parenthood, receiving academic credit, to counsel with their peers. The trained students have offices where fellow students come and they answer their questions, distribute literature approved by an advisory committee, and refer the students to community agencies. Teachers also refer students to the peer educators and offer knowledge when necessary. The biggest impact is on those who have been trained. (Kenney, 1987)

Alternative Programs

New Futures School in Albuquerque, New Mexico, offers some of the best known alternative programs. The school offers academic classes required for high school graduation, GED preparation classes, special education classes, classes in parenting and child development, and child care during school hours. Health services and job training and placement are also part of the program. More than 90 percent of the teen parents there finish their secondary education.

Another model is the Family Learning Center in Leslie, Michigan. The center is adjacent to the school in two mobile units. Its focus is on high school graduation, vocational preparation, parenting skills, and family involvement. It also has child care available up to age 6. In 1985, 91% of the seniors graduated, and 97% of 8th through 11th grades remained in school. (Kenney 1987)

School-Age Parenting

The School-Age Parenting Program in Fresno, California, has been a big success. Although community members were opposed at the start, they quieted when they realized how cost effective the program is, it is more economical than welfare and aid to families with dependent children. Janice Klenan, the director, believes that if the school can help meet the child's basic needs early in life, the child's chances of living a normal, productive life are enhanced.

This program "takes the romanticism out of having a baby" claims Klenn. The students are exposed to the full responsibilities of parenthood. Childcare is available weekdays from 7:30 a.m. to 4:00 p.m. Registered nurses care for the children, maintain the health records, and offer tips for the mothers on parenting. Also provided are diapers, formula, and solid foods for the children when the mothers are in class. The parents can also take courses in child-development and parenting skills. (Buie, 1987)

Teen Family Center (Roesel, 1987)

In 1986, the Teen Family Center, was a project developed in an urban Georgia community to try to reduce local teen pregnancy. The teens who were selected for the program had to meet the following criteria and were found to be at 8.3 times higher risk for teen pregnancy than their peers:

Low socioeconomic status
Slum neighborhood
Single parent family
Five or more children per family
Mother became pregnant as a teenager
Sibling became pregnant as a teenager
Lax of authoritative parental control of dating
(Roesel, 1987)

The Teen Family Center was located at a Y.M.C.A.. in close proximity to three black housing projects and a low income neighborhood.

The program involved intervention at the individual level, in the peer group, in the family, and in the school and community. In addition to teen pregnancy, the objectives included improvement of parent and adolescent communication skills, improvement of parent and adolescent self-esteem, knowledge of sexuality, improved physical fitness and academic performance, plus the development of social responsibility and intergenerational bonding.

Those who worked on the project found that these teens had short attention spans, listened poorly, and interrupted one another. The best way to teach this population was with sociodrama, videotaping, and feedback. They also found that it was pertinent to evaluate the teens to be sure they were comprehending the information, since many of these teens had learning problems.

This program was only funded for a short time. However, the educators involved found it to have a positive effect. In a one year span, none of the teenagers who completed the program had become pregnant, and one teenager had entered an essay contest for a full college scholarship. (Roesel, 1987)

In Reno, Nevada, the Washoe County School District established a program for pregnant teenagers to keep them in school. It is named Cyesis (Greek for pregnancy) and is located at the YMCA where child care services and self-help classes are available. The program is designed to allow students to continue their schooling, learn how to care for their children, and to find acceptance, understanding, and assistance from peers and staff. The students are able to earn their GED (General Educational Development) diplomas. They have the option of remaining in the regular school or attending the Cyesis program. After the birth if they need childcare, it is available for a nominal fee at the YMCA. Some students do drop out due to health or economic factors, but the majority complete the school year.

The goals of the Cyesis program are:

1. To provide pregnant students with an opportunity to continue their education during pregnancy and the infancy of their children.
2. To assist students in getting adequate prenatal, post-partum, and pediatric health care.
3. To assist students in achieving or maintaining economic self-support.
4. To prevent child neglect or abuse.
5. To preserve or reunite families.
6. To establish collaborative relationships with community health, education, and welfare programs.
7. To counsel pregnant teenagers and their families on available options.

APPENDIX A

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